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ABSTRACT

This module on vocational legislation is one of a set of four providing an introduction to vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) gaining an understanding of the significance of early and present legislation on vocational education; (2) reviewing the national study panels and reports that provided the basis for the major pieces of vocational legislation; and (3) analysis of the economic, political, professional, and social factors of the times that led to the legislation enactment of the Smith Hughes Act of 1917, the Vocational Education Act of 1963, and the Vocational Amendments of 1968 and 1976. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

ED163253

Common Core Curriculum
for Vocational Education

A-3

VOCATIONAL LEGISLATION

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Category A:

INTRODUCTION TO VOCATIONAL EDUCATION

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1978

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in California. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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VOCATIONAL LEGISLATION

Module Objective

Upon satisfactory completion of this module, the student preparing to become a teacher of vocational education subjects will be able to:

(1) Explain what legislation has brought improvements in vocational education in the United States.

(2) Outline the changes in vocational education legislation from 1917 to the Amendments of 1976 and explain the economic, social, educational causes for change.

(3) Explain the effect of recent legislation on today's educational programs.

Module Overview

The content of this module is divided into three lessons dealing with three major areas.

The first area concerns early federal legislation for vocational education including the major features of specific legislation from the Morrill Act of 1862 to the Vocational Amendments of 1975-76.

Next, the module requires the learner to become familiar with the national study panels and reports that provided the basis for the major pieces of vocational legislation.

Finally, the module requires the learner to become acquainted with the key economic, political, professional and social factors existing during the times that each piece of legislation was being developed.

This module has been divided into three lessons:

(1) Gaining an understanding of the significance of early and present legislation to vocational education.

(2) Reviewing the national study panels and reports that provided the basis for the major pieces of vocational legislation.

(3) Analysis of the economic, political, professional, and social factors of the times that led to the legislation enactment of the Smith-Hughes Act of 1917, the Vocational Education Act of 1963, the Vocational Education Amendments of 1968, and the Vocational Amendments of 1976.

Resource Materials for Completing the Activities in this Module

American Vocational Association. Legislative Information for Affiliated State Associations. Washington, D. C.: Vol. V, No. 3, March, 1975, and No. 5, May, 1975.

Barlow, Melvin L. "200 Years of Vocational Education 1776-1976." American Vocational Journal, May, 1976.

Comptroller General of the United States. What is the Role of Federal Assistance for Vocational Education? Report to the Congress. Washington, D. C.: United States General Accounting Office, December 31, 1974.

Ellis, Mary Louise. A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963. Submitted to the Faculty of the Graduate College of the Oklahoma State University in partial fulfillment of the requirements for the Degree of Doctor of Education. Ann Arbon, Michigan: University Microfilms, 1972.

Evans, R. M., G. L. Mangum, and O. Pragan. Education for Employment: The Background and Potential of the 1968 Vocational Education Amendments. Ann Arbon, Michigan: The Institute of Industrial Relations, 1969.

Kliever, Douglas E. Vocational Education Act of 1963: A Case Study in Legislation. Washington, D. C.: American Vocational Association, 1965.

Lazerson, Marvin and W. Norton Grubb. American Education and Vocationalism: A Documentary History 1870-1970. New York: Teachers College Press, 1974.

Nystrom, Dennis C. Occupation and Career Education Legislation. Indianapolis, Indiana: Howard W. Sams & Company, 1973.

Strong, Merle E. and Carl J. Schaefer. Introduction to Trade, Industrial, and Technical Education. Columbus, Ohio: Charles E. Merrill, 1975.

Thompson, John F. Foundations of Vocational Education: Social and Philosophical Concepts. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

The Vocational Education Act of 1976. Title II of Public Law 94-482 Education Amendments of 1976. Sacramento: California State Department of Education, 1977.

Slides and Cassettes

Slides and cassette tape Vocational Amendments 1976. Contact U. S. Office of Education, Department of Vocational Education, Washington, D. C.

Slide and cassette tape concerning Vocational Amendment of 1976. Contact State Director, Vocational Education. California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

VOCATIONAL LEGISLATION

Lesson One: Gaining an Understanding of the Significance of Early and Present Legislation on Vocational Education

Objective

Upon satisfactory completion of the activities of this lesson, the student preparing to become a vocational teacher will be able to state the significance of the Smith-Hughes Act of 1917; the Vocational Act of 1963; the Vocational Amendments of 1968; and the Vocational Amendments of 1976.

Overview

Since the enactment of the first act in 1917, the Smith-Hughes Act, there have been new acts and amendments to keep vocational education legislation current. This lesson will provide the learner with an opportunity to discover the importance of legislation concerning vocational education. Studying legislation also provides a basis for looking at the future.

Suggested Activities

(1) Summarize and explain the significance of early and contemporary federal legislation for vocational education. For each of the four major pieces of vocational education legislation (The Smith-Hughes Act of 1917, the Vocational Education Act of 1963, the Vocational Amendments of 1968, and the Vocational Amendments of 1976), list four statements you locate in the literature that describe the significance of the legislation. Be prepared to discuss your findings in class. Check the references identified for this lesson in completing the activity.

(2) Explain the procedures used by the federal government in allocating federal funds to the states for vocational education.

(3) Obtain a copy of a slide/tape set explaining the Vocational Amendments of 1976; summarize and be prepared to discuss the difference between the 1976 legislation and previous legislation.

(4) Prepare an outline explaining how the Amendments of 1976 affect current programs in your area of specialty.

Suggested Resources

American Vocational Association. Vocational Technical Terminology. Washington, D. C.: 1971.

Ellis, Mary Louise. A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963. Submitted to the Faculty of the Graduate College of the Oklahoma State University in partial fulfillment of the requirements for the Degree of Doctor of Education, Ann Arbor, Michigan: University Microfilms, 1972.

Nystrom, Dennis C. Occupation and Career Education Legislation. Indianapolis, Indiana: Howard W. Sams & Company, 1973.

Strong, Merle E. and Schaefer, Carl J. Introduction to Trade, Industrial, and Technical Education. Columbus, Ohio: Charles E. Merrill, 1975.

Slides and Cassette Tape

Contact State Director, Vocational Education, State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

Upon successful completion of assigned activities, proceed to Lesson 2.

VOCATIONAL LEGISLATION

Lesson Two: Reviewing the National Study Panels and Reports that Provided the Basis for the Major Pieces of Vocational Legislation

Objective

Upon satisfactory completion of the activities of this lesson, the student preparing to become a vocational teacher will be able to: compare and contrast the needs for vocational education as identified by the Commission on National Aid to Vocational Education (1914), the Panel of Consultants on Vocational Education (1961-1962), and the Advisory Council on Vocational Education (1968).

Overview

This lesson acquaints the learner with the three national study panels and the panel reports that provided the basis for the major pieces of Vocational Education Legislation. The three national panels were: The Commission on National Aid to Vocational Education (1914), the Panel of Consultants on Vocational Education (1961-1962), and the Ad Hoc Advisory Council on Vocational Education (1968). The panel reports were particularly significant because they shaped subsequent legislation. These documents include "Report of the Commission on National Aid to Vocational Education," "Education for a Changing World of Work," and "Vocational Education: The Bridge Between Man and His Work."

Suggested Activities

(1) The Commission on National Aid to Vocational Education (1914) was appointed to study the problems involved in a national system of federal aid to the states for secondary education. It attempted to answer four basic questions:

   a. To what extent is there a need for vocational education in the United States?

   b. What kinds or forms of vocational education should be stimulated by national grants?

   c. To what extent should the federal government aid the states through national grants for vocational education?

d. Under what conditions should grants to the states for vocational education be made?

Find the answers to the four questions using the following references:

a. Swanson, J. Chester, ed. Development of Federal Legislation for Vocational Education. Chicago: American Technical Society, 1966.

b. Thompson, John F. Foundations of Vocational Education: Social and Philosophical Concepts. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

(2) Prepare a summary of the report submitted by the Panel of Consultants on Vocational Education (1961-62) as presented in the May issue of the American Vocational Journal, 1976, "Education for a Changing World of Work."

(3) Prepare a written report giving the basic differences between findings of the three panels: Commission on National Aid to Vocational Education (1914), the Panel of Consultants on Vocational Education (1961-1962), and the Advisory Council on Vocational Education (1968).

(4) Outline the duties of the National Advisory Council as set forth in the 1968 Amendments for Vocational Education and be prepared to discuss them in class.

(5) Interview a Regional Supervisor of Vocational Education, California State Department of Education, and prepare a report on the procedures used by the Department in setting up an Advisory Council to meet the requirements on the 1976 amendments.

Suggested Resources

Barlow, Melvin L. "200 Years of Vocational Education." American Vocational Journal, May, 1976.

Educational for a Changing World of Work. Report of the Panel of Consultants on Vocational Education, U. S. Office of Education. Washington, D. C.: U. S. Government Printing Office, 1963.

Struck, F. Theodore. Vocational Education for a Changing World. New York: John Wiley & Sons, 1945.

Swanson, J. Chester, ed. Development of Federal Legislation for Vocational Education. Chicago: American Technical Society, 1966.

Thompson, John F. Foundations of Vocational Education: Social and Philosophical Concepts. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Venn, Grant. Man, Education and Work: Postsecondary Vocational and Technical Education. Washington, D. C.: American Council on Education, 1964.

Upon successful completion of assigned activities, proceed to Lesson 3.

VOCATIONAL LEGISLATION

Lesson Three: Analysis of the Economic, Political, Professional, and Social Factors of the Times that Led to the Legislation Enactment of the Smith-Hughes Act of 1917, the Vocational Education Act of 1963, the Vocational Education Amendments of 1968, and the Amendments of 1976.

Objective

Upon satisfactory completion of the activities of this lesson, the student preparing to become a vocational teacher will be able to: (1) identify the key economic, political, professional, and social factors that affected the enactment of the Smith-Hughes Act of 1917; (2) identify the key economic, political, professional, and social factors that affected the enactment of the Vocational Education Act of 1963; (3) identify the key economic, political, professional, and social factors that affected the enactment of the Vocational Education Amendments of 1968; (4) describe the status and progress, and implementation of current legislation, the Vocational Education Amendments of 1976.

Overview

The years preceding the enactment of the Smith-Hughes Act of 1900 and 1910 were years of tremendous growth. The population increased from 76 million to over 91 million. The gross national product more than doubled. Farm income rose sharply and industrial production boomed. The demand for skilled workers and managers for both industry and farm was great. Immigrants played a major role in providing skilled manpower. These years were also years of impending involvement in a world war.

The Vocational Education Act of 1963 was an apparent outgrowth of economic conditions and societal needs which existed in the United States in the late 1950's and early 1960's. The recessions of 1958 and 1961 brought unemployment to its highest level since the 1930's. For example, in 1962, the unemployment rate averaged 5.6 percent. Youth, especially minority groups, the older workers, the undereducated, and the unskilled were particularly hard hit. The unemployment problem was further aggravated by the movement of rural people to large metropolitan areas; by discrimination based on age, sex, and race; by the need to rehabilitate the physically and mentally handicapped; by a tax structure which discouraged industrial expansion; and by inadequate educational opportunities, particularly in vocational education.

The conditions that provided the impetus for the enactment of the Vocational Education Act of 1963 were greatly intensified during the following decade and, in turn, provided impetus for the enactment of the Vocational Amendments of 1968. These conditions were high rates of unemployment, shortages of skilled manpower, and the growing economic and social disparity between the unemployable and the employed. The Civil Rights movement focused attention upon poverty, bringing the problem of the disadvantaged in job competition into sharper relief. The 1966 Carnegie Foundation Report concluded that the nation was devoting many more resources to educating suburban children than city children. As a result of such reports, the 1968 amendments emphasized meeting the needs of the socially, economically, and culturally disadvantaged.

The key factors affecting the 1975-76 Vocational Education Amendments included continued shortages in energy supplies; continued need to meet manpower requirements; need for welfare reform; continued development of new technology, and professional factors such as "over educated graduates." Social factors having an impact on new legislation included continued emphasis on the need for providing vocational education which places a priority upon development of the individual, not the needs of the labor market, and the continued emphasis on assisting groups with special needs.

Suggested Activities

(1) Four key factors affect legislation: economic, political, professional, and social. Consider the following legislation and identify which factor was probably the most influential in the passage of the legislation, and to what extent, if any, the other three factors contributed to the bill's passage.

Legislation to consider:

a. Morrill Act of 1862

b. Smith-Hughes Act of 1917

c. George-Barden Act of 1946

d. Vocational Education Act of 1963

e. Vocational Education Amendments of 1968

f. Vocational Education Amendments of 1976

(2) Look up in the Congressional Record and determine how your congressman and senators voted on the 1975-76 Vocational Education Amendments. Write a letter to them asking them to give their views on this legislation.

Suggested Resources

The California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento, California: 1977.

Education for a Changing World of Work. Report of the Panel of Consultants on Vocational Education; U. S. Office of Education, Washington D. C.: U. S. Government Printing Office, 1963.

Ellis, Mary Louise. A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963. Submitted to the Faculty of the Graduate College of the Oklahoma State University in partial fulfillment of the requirements for the Degree of Doctor of Education. Ann Arbor, Michigan: University Microfilms, 1972.

Vocational Education: The Bridge Between Man and His Work. General report of the Advisory Council on Vocational Education. Washington, D. C.: U. S. Government Printing Office, 1968.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

VOCATIONAL LEGISLATION

MODULE PRE/POSTTEST

Student _____

Instructor _____

Date _____

Student: This module pre/posttest is designed to assess your knowledge of the legislative acts pertaining to vocational education; the economic, political, social, and professional factos that had significant bearing on the legislation; and the importance of the national study panel reports on vocational legislation. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1, Explain what you consider to be the significance of the Smith-Hughes Act of 1917.

2. What national study panel submitted the report that provided the basis for the Smith-Hughes Act of 1917?

3. What were the key economic, political, professional, and social factors that affected the enactment of the Smith-Hughes Act of 1917?

Module Pre/Posttest (continued)

4. Name each of the professional organizations in vocational education and explain how as an organized body through AVA they can influence vocational legislation.

5. Which federal act focused attention on services to people and meeting the needs of individuals? Explain how this Act differed from previous acts.

6. What federal legislation made it possible to recognize new and emerging occupations? Explain briefly how technological changes in mechanical equipment have brought about a significant social and economic change in our communities. How could you as a vocational instructor help solve some of the problems of our communities brought about by new and emerging occupations and technological changes?

7. Vocational Education, as a part of the overall educational system, is needed to produce an educational environment conducive to the total development of the individual. Vocational education, as part of the overall educational system, is needed to provide education for all of the children of all of the people. How did the Vocational Amendments of 1968 help to achieve this objective?

Module Pre/Posttest (continued)

8. List the funding priorities outlined in the State Plan based on the 1976 Amendments for Vocational Education.

Return this test to your instructor

VOCATIONAL LEGISLATION

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) This act established a pattern for federal-state cooperation in vocational education that continues to exist even under the most recent federal legislation.

2. (L2) Commission on National Aid to Vocational Education

3. (L3) The economic factors were: Rapid industrial growth of the nation with corresponding manpower needs; industrial and technological revolution; critical need for skilled manpower in industry and agriculture; inadequate preparation in farming on the part of the majority of the nation's farms.

The political factors included: World War I; competition with industrial national of the world; influential rural interests in congress; need to "catch up with Germans" in training workers for the war effort; three separate appeals for congressional action on the Smith-Hughes Bill made by President Wilson.

The professional factors included: The National Society for the promotion of Industrial Education emphasized the need for industrial education to be brought to the attention of public at large and demanded educational experimentation and reform; Massachusetts set up state level program of vocational education that provided model for country; Commission on National Aid to Vocational Education appointed by President Wilson; Commission submitted report that provided basis for Smith-Hughes Act.

The social factors were: Increasing population; urban growth; inequality of opportunity in educational systems; industrial and social unrest.

4. (L2) The Vocational Education areas are: Agriculture Education; Business and Office Education; Distributive Education; Guidance; Health Occupations Education; Home Economics Education; Industrial Arts Education; Trade and Industrial Education.

The American Vocational Association has always demonstrated a keen interest in national legislation which affects all vocational education. It serves as the spokesman for the vocational forces of the nation. The American Vocational Association takes an active part in legislative affairs as they relate to public education in America. From time to time its officers and committees sponsor specific measures intended to support needed extensions in programs. Constant vigilance is maintained and exercised to oppose any legislation which would tend to lower the high standards established for programs of vocational education.

The AVA office serves as a source of information and advice to national legislators and federal and state officials in matters pertaining to vocational education. The function of AVA's executive secretary is to inform state leaders as to what action is needed. The officials of state affiliated associations and their co-workers must also take the responsibility for acquainting their senators and congressmen with the accomplishments and requirements of their vocational programs.

5. (L1) The 1963 Vocational Education Act focused attention on services to people and meeting the needs of individuals. This was in contrast to previous acts which provided only for training personnel in a few occupational categories. The effect of this shift of emphasis was to remove artificial barriers to flexibility in student programming, which had developed through the use of occupational categories. This Act marked the beginning of a broader legal definition for vocational education. It qualified more vocational services to receive federal support and it expanded vocational guidance to support all vocational service areas.

6. (L1) The Vocational Amendments of 1968. Development of large mechanical equipment threw many people out of work and created serious economic problems; social welfare numbers increased and the need for retraining displaced workers became apparent. These changes created a need for more adult education.

7. (L1, 2) This Act was the first vocational education legislation to authorize funds specifically for the academically, culturally, and physically disadvantaged. The Act made provisions for persons who have handicaps (physical) and who need special education assistance or require a modified vocational education program.

8. Funding priorities for subpart 1:

Instructional programs
Elimination of sex bias and sex stereotyping
Support services for women
Programs for specified heads of households
Industrial arts programs
Energy education
Cooperative vocational education
Work-study programs

Pre/Posttest Answer Key (continued)

Funding priorities for subpart 5:

Bilingual instruction
Consumer education, including management of resources
Elimination of sex bias and sex stereotyping
Nutrition knowledge and food use
Parenthood education

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education